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ABSTRACT

Intended for administrators interested in establishing a child development program for rural/migrant or urban disadvantaged children, ages 0-5, or for administrators of existing programs interested in implementing specific aspects of this program, this guidebook contains information and suggestions in the following areas: program funding, facilities, staff development and responsibilities, transportation, supplies and equipment, budget, food program, health care and recruitment, timeline, implementation, organization of the day (daily schedule), the Migrant Student Record Transfer System, and evaluation. The appendices include samples of the following forms and plans intended for use in a child development program: position descriptions, checklists, record forms, sample daily schedules, general knowledge and skills assessments, and lesson plans. With inservice training, possible technical assistance, and this guidebook used as a resource and referral guide, it is possible to establish and implement a child development center. (CM)

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GUIDEBOOK:

Child Development Center

2

PROJECT CHILD

IMPLEMENTATION GUIDEBOOK SERIES

CHILD DEVELOPMENT CENTER

by

Connie Lynch
and
Diana Pane

State University College

Geneseo, New York

Technical assistance provided by Ms. Polly Spedding, Program Specialist,
New York State Department of Agriculture and Markets

Dissemination funds made available by the National Diffusion Network of
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1980

*Comprehensive Help for Individual Learning Differences - validated by the
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Mr. Bill Cronin

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Who said cooking was woman's work?!!

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CHILD DEVELOPMENT CENTER

This guidebook is intended for administrators interested in establishing a child development program for rural/migrant or urban disadvantaged children, ages 0-5, or for administrators of existing programs interested in implementing specific aspects of this program. As a result of reading this booklet, and with inservice training and/or technical assistance as requested, an individual(s) will be able to establish and implement a child development center. This guidebook will serve as a resource and referral guide in establishing and/or improving child development centers.

PROGRAM GOALS

The overall goal of the Child Development Center is to serve disadvantaged children ages 0-5 by:

1. providing a safe environment during the hours in which their parents are employed.
2. encouraging optimum development of each child through an educational program.
3. encouraging optimum physical development through a comprehensive health program.
4. stimulating good nutritional habits through nutrition education and by serving balanced meals and snacks at centers.
5. developing positive community attitudes toward the child and his parent.

PROGRAM OBJECTIVES

As a result of participating in this program, each child will participate in a program which encourages optimum development in the following areas:

1. Perceptual-sensory development including visual discrimination, spatial relationships, auditory discrimination and kinesthetic development.
2. Language development including receptive language and both verbal and nonverbal communicative language.
3. Motor development including fine muscle development, large muscle coordination, balance, eye-hand coordination and rhythm.
4. Social and emotional development including the development of a positive self-concept which includes or will lead to the inclusion of acceptance of self, acceptance of other persons, self-discipline and self-awareness.
5. Cultural awareness
6. Nutritional education
7. Health education
8. Pre-reading activities
9. Pre-math activities
10. Bilingual activities in centers where appropriate.
11. Activities that lead to an awareness of the environment.
12. Activities that lead to an understanding of scientific phenomena.

OVERVIEW OF THE PROGRAM

The Child Development Program is a unique part of Project CHILD, located in the Holcomb Learning Center of the State University College at Geneseo, New York. The program is in operation between the hours of 8:00 AM and 6:00 PM from mid-July to Labor Day, and serves children ages 0-5.

The program employs a staff of teachers, educational assistants and aides (migrants) who meet the educational, physical, social, and emotional needs of the children. Special attention is given to the development of self-concept, sensory stimulation, language development and motor coordination. Cultural and environmental awareness are emphasized through field trips and other activities.

The health needs of the children are provided through regular medical checkups and the services of a part-time nurse. A cook is employed to provide three well-balanced meals each day as well as a mid-afternoon snack.

The children's parents are considered an important attribute to the entire program and they assist in program planning, implementation and evaluation through their advisory board. Many also assist as aides and volunteers in the classrooms and on the buses. In addition, a weekly progress report is provided to the parents of each child.

This booklet is based on the program as it was at the time of validation in 1973. Since validation, some programatic changes have evolved. Some of these changes are reflected in the guidebook's appendices. Both old and new forms are included so that a choice can be made as to which most closely meets a program's needs.

Bella! Who, me?

PLANNING THE PROGRAM

FUNDING

Once needs are assessed, the first step in planning the program is to secure funding. Possible federal sources of funds for preschool programs for migrant children are:

CETA 303 Migrant Seasonal Farmworker Program
Texas Migrant Council
East Coast Migrant Headstart Project
Title XX
Title I

State legislatures offer funding sources also. For example, in New York State, funds for day care services for migrant children are administered by the New York State Department of Agriculture and Markets.

Local funds may also be available that can be used to enrich a program. The Lions Club may provide funds for eye care; another civic group may donate funds for playground equipment or books. Possible local funding sources are:

church groups
civic organizations such as Kiwanis, Rotary and Lions
local government departments

FACILITIES

Concurrently, facilities for the program are secured. When choosing or setting up a facility, plans should be made as to which areas of the facility will serve the following functions:

1. Areas for child care

   A. Learning Centers

      These can consist of learning centers within classrooms, in which children are grouped by age and/or developmental levels. Important learning center areas for a preschool classroom (2-5 age group) are:

      1) large muscle (climbing apparatus, etc.)

      2) small muscle (puzzles, etc.)

3) blocks

4) woodworking

5) dramatic play (dolls, etc.)

6) art

7) music

8) sensory (water play, etc.)

9) library

B. Recreational

1) within the classroom, in the preschool setting

2) separate indoor recreational areas (playroom, gym, etc.) These are very important for foul weather days.

C. Eating

This can be outside or within regular classrooms. Your facility will determine which is more advantageous.

D. Resting

This can also be outside or within the classrooms, depending on the space and staff available.

E. Food Preparation

This needs to be a kitchen or cafeteria approved by the Health Department.

F. Health

1) nurse's office

2) area to isolate an ill child (items 1 & 2 can be the same area)

G. Administration

This needs to be an office equipped with telephone, files, etc.

H. Storage

1) art and educational supplies

2) infant supplies (bottles, diapers, etc.)

3) miscellaneous supplies (cots, blankets)

4) food (comply with health regulations)

5) cooking utensils (comply with health regulations)

6) paper supplies (disposable plates, cups, towels, etc.)

7) cleaning supplies (locked storage area)

8) medical supplies (locked storage area)

I. Lounge

This should be an area accessible to staff, visiting parents, etc.

Every program must meet the minimal standards set up by the Federal Interagency Day Care requirements. Each state may have requirements that go beyond the federal standards. The following is a list* of the agencies in each state responsible for licensing day care:

State	State Licensing Agency
Alabama	Department of Welfare: Pensions and Security
Alaska	Departments of Health and Welfare
Arizona	Department of Health
Arkansas	Department of Public Welfare
California	Department of Welfare: Social Welfare
Colorado	Department of Welfare: Social Services
Connecticut	Department of Health
Delaware	Department of Health and Social Services
District of Columbia	Department of Public Health
Florida	Health and Rehabilitative Services
Georgia	Department of Welfare: Family and Children Services
Hawaii	Department of Welfare: Social Services and Housing
Idaho	Department of Welfare: Public Assistance
Illinois	Department of Welfare: Children and Family Services
Indiana	Department of Public Welfare
Iowa	Department of Welfare: Social Services
Kansas	Department of Health
Kentucky	Department of Welfare: Child Welfare
Louisiana	Department of Public Welfare
Maine	Departments of Health and Welfare
Maryland	Departments of Health and Mental Hygiene
Massachusetts	Dept. of Public Health: Division of Family Health Serv.
Michigan	Department of Welfare: Social Services
Minnesota	Department of Public Welfare
Mississippi	Department of Public Welfare
Missouri	Departments of Public Health and Welfare

Montana	Department of Public Welfare
Nebraska	Department of Welfare
Nevada	Departments of Health, Welfare, and Rehabilitation
New Hampshire	Departments of Health and Welfare
New Jersey	Department of Education
New Mexico	Department of Health and Social Services
New York	Department of Welfare: Social Services
North Carolina	Department of Social Services
North Dakota	Department of Public Welfare
Ohio	Department of Welfare
Oklahoma	Department of Welfare
Oregon	Department of Welfare
Pennsylvania	Department of Welfare
Rhode Island	Department of Welfare: Social & Rehabilitative Servic
South Carolina	Department of Public Welfare
South Dakota	Department of Welfare
Tennessee	Department of Welfare
Texas	Department of Welfare
Utah	Department of Welfare
Vermont	Economic Opportunity
Virginia	Department of Welfare and Institutions
Washington	Department of Welfare: Public Assistance
West Virginia	Department of Welfare
Wisconsin	Department of Health and Social Services
Wyoming	Department of Public Welfare

*Day Care for Infants. E. Belle Evans and George E. Saia. Boston, Beacon Press, 1972. pg. 144-145.

STAFF

The next step is to advertise, interview and hire staff. The following positions are recommended:

1. one Center Director
2. one Educational Director (assistant Director)
3. one nurse (full or part-time, depending upon funding and need)
4. one cook, one or more cook's aides (depending upon funding and enrollment)
5. janitorial staff (number determined by funding and size of facility)
6. bus drivers
7. bus aides, minimum of two per bus (more may be necessary depending on number of infants and toddlers on each bus)
8. teachers or educational assistants, one for every 15 children

9. classroom aides, as many as are necessary according to state regulations In New York State, day care ratios are:

   A. infants - one adult to every four children

   B. toddlers - one adult to every five children

   C. 3-5 year olds - one adult to every seven children

   Teachers and educational assistants are counted in these ratios.

The following are suggested procedures for recruiting and hiring:

1. Advertise:

   A. in local papers

   B. through the Unemployment Office

   C. through the College Placement Office

   D. through word of mouth in the labor camps or home communities

   The job descriptions set up by the New York State Migrant Child Care Program appear in the appendix. They include qualifications and duties for the positions. (Appendix A 1-9)

2. Obtain from each applicant:

   A. completed application form

   B. current resume

   C. two references

   These written forms should not be required from paraprofessionals from the migrant stream or urban setting who may not have past work experience.

3. Interview:

   A. All applications are screened. Qualified applicants are contacted for an interview.

   B. In order to insure fairness and consistency in all interviews, a standard interview form is utilized. The interview form used at

From the mouths of babes.

Project CHILD is included in Appendix B.

C. All applicants are notified as soon as possible as to whether or not they are hired.

The following are procedures for recruiting and utilizing volunteers:

1. Secured from:
    A. village community
    B. migrant community
        1) parents
        2) other adults
        3) siblings
    C. college community
2. Use of volunteers:
    A. Volunteers are used to assist on buses. This may involve assisting hired bus aides with general supervision of the children on the buses, loading and unloading children, securing infants and toddlers in safety seats and organizing games, songs and other educational activities during the bus ride.
    B. Volunteers are used to assist teachers and aides in the classroom. In this capacity the volunteer may perform routine care and/or supervisory/educational duties as assigned by the teacher or educational assistant, based on the volunteer's abilities and experience.
    C. Volunteers are used to assist in the kitchen, administrative office, or nurse's office. These may include such tasks as assisting in food preparation, serving and clean up, typing, Xeroxing and answering telephone, supervising sick child or children at the center, doctor's office or hospital. These tasks are based on present needs and the volunteer's interests and experience.

Other key people involved in the program are:

1. Program Supervisor - Many funding sources have program monitors to ensure that their financial support is for high quality programs.
2. Chief Administrator of facility being used - Since CDC is located in a college campus school, this includes a representative from the college and the campus school principal. In a church setting, this may be the pastor.
3. Nutritionist, registered dietician or home economist - This staff person is necessary to approve menus.
4. Health personnel
   - A. local Health Departments
   - B. a supervising physician
   - C. dental care (see Health Component, Guidebook A)
   - D. supportive health services that provide screening for possible physical, emotional and mental handicapping conditions
   - E. migrant census taker - In some states, the census taker aids in recruitment.

TRANSPORTATION

At the same time as the staff is being hired, transportation must be arranged. Children enrolled in the Child Development Program are transported, along with their older siblings, on buses contracted for the program. Bids are accepted from local bus companies, with the contract going to the lowest bidder.

SUPPLIES AND EQUIPMENT

The next important step is to order the necessary supplies and equipment. In order to facilitate this step, charge accounts must be opened at local stores (supermarket, pharmacy, etc.). The following list contains important basic materia

General Classroom Equipment

- preschool tables and chairs
- toddler tables and chairs
- coat hooks
- cubbies
- toy shelves
- garbage cans

General Classroom Supplies

- cots
- blankets
- towels and wash cloths
- shampoo
- tooth brushes and tooth paste
- bottles

Educational Equipment:

Family Area Equipment and Supplies

- stove
- sink
- refrigerator
- cupboards
- doll crib
- doll high chair
- table and chairs
- storage for dress-up clothes
- dolls and doll clothes
- dress-up clothes
- dishes, pots and pans
- telephone
- plastic fruit

Large Muscle Equipment

- tricycles
- climbing equipment
- tunnels
- sand box
- wood working bench and tools
- snow coasters
- wagon
- slides
- rocking boats
- water table
- pools

Infant Equipment

- cribs
- changing table
- diaper pails
- baby walker
- infant and toddler car seats
- high chairs
- potty chair
- rocking chair
- seat belts

- baby eating utensils
- sheets
- extra clothing
- soap
- petroleum jelly
- ointment for diaper rash

Table Games

- puzzles
- magnetic board and shapes, letters
- sorting shapes
- parquetry blocks
- building toys
- stacking cans
- inch cubes
- peg board
- beads and laces
- attribute games
- number games

Infant and Toddler Toys

- nesting and stacking toys
- shape sorters
- mobiles
- baby books
- balls
- scooters
- pull and push toys
- infant toys that stimulate hearing, seeing, and feeling
- blocks

Other Important Educational Equip.

- unit blocks
- large blocks
- trucks
- animal and people props
- musical instruments
- books
- record player
- records

Cleaning and Laundry Supplies

- cleansing agents
- mop
- sponges
- pail
- broom
- vacuum cleaner

Medical Supplies

- first aid supplies
- thermometers
- alcohol
- first aid cream
- tongue depressors
- hematocrit equipment
- cotton balls
- dip sticks

A supervising physician must authorize the dispensing of all medications, including over-the-counter drugs. However, it is wise to keep a supply of the most commonly used non-prescription drugs such as aspirin, cough syrup and antacids.

Kitchen Supplies

- pots and pans
- cooking utensils
- serving bowls
- measuring spoons and cups
- mixing bowls
- *disposable plates
- *disposable silverware
- *disposable cups
- pot holders
- towels

*Reusable plates, cups, and silverwar can be substituted if a system of sterilization is available.

Office Supplies

When starting a program, it is very expensive to purchase all of the equipment and supplies needed. Much of the equipment and supplies can be handmade or donated. Infant supplies, tricycles, family area furniture, record players, baby toys, dolls, dress-up and children's clothes and kitchen equipment are all things that can be obtained from the community.

Toddler blocks can be made out of cleaned, empty milk cartons; nesting canisters can be smooth edged tin cans. Playground equipment can be made out of old tires, railroad ties, telephone poles, telephone wire spools, etc. Local Cooperative Extension agencies will have resources or refer programs to resources that describe making homemade day care equipment.

BUDGET

The Center Director receives the budget from the Department of Agriculture and Markets. Each Director is responsible for keeping an account book of the following areas:

1. Personnel services (payroll)
2. Staff transportation (reimbursement)
3. Food purchases
4. Rent (when necessary)
5. Communications - postage
6. Educational supplies
7. Developmental supplies
8. General operations
9. Bus transportation
10. Medical services

FOOD PROGRAM

Information on procedures for establishing and the requirements of the United States Department of Agriculture's (USDA) food program can be obtained by contacting the appropriate regional office of Food and Nutrition Service (FNS):

States	Address
Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont	New England Regional Office Food and Nutrition Service U.S. Department of Agriculture 34 Third Avenue Burlington, Massachusetts 01803
Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, Virginia, Virgin Islands, West Virginia	Mid-Atlantic Regional Office Food and Nutrition Service U.S. Department of Agriculture One Vahlsing Center Robbinsville, New Jersey 08691
Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee	Southeast Regional Office Food and Nutrition Service U.S. Department of Agriculture 1100 Spring Grove NW Atlanta, Georgia 30309
Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin	Midwest Regional Office Food and Nutrition Service U.S. Department of Agriculture 536 South Clark Street Chicago, Illinois 60605

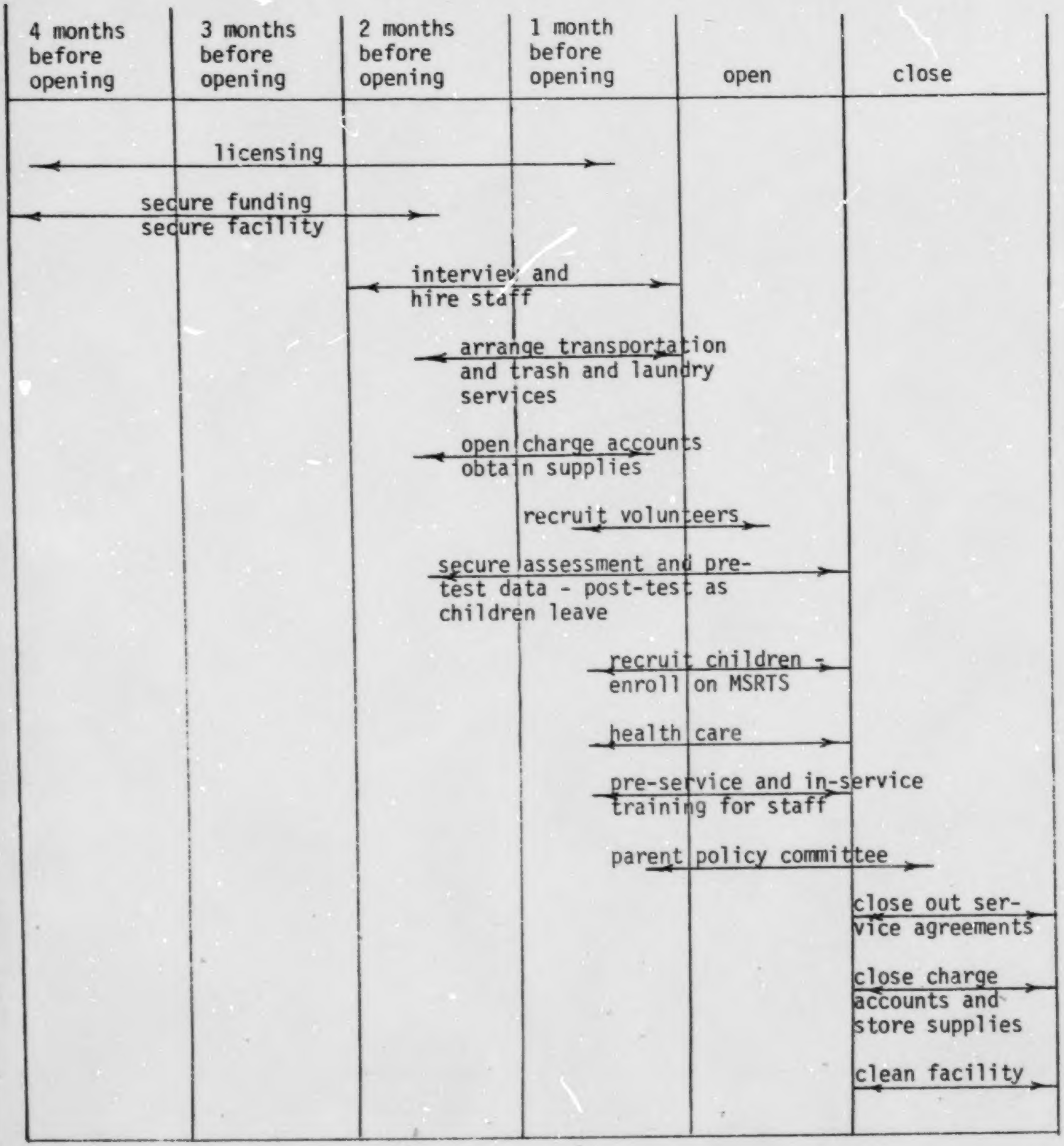
States	Address
Colorado, Iowa, Kansas, Missouri, Montana, Nebraska, North Dakota, South Dakota, Utah, Wyoming	Mountain Plains Regional Office Food and Nutrition Service U.S. Department of Agriculture 2420 West 26th Avenue, Room 430D Denver, Colorado 80211
Arkansas, Louisiana, New Mexico, Oklahoma, Texas	Southwest Regional Office Food and Nutrition Service U.S. Department of Agriculture 1100 Commerce Street, Room 5-C-30 Dallas, Texas 75242
Alaska, American Samoa, Arizona, California, Guam, Hawaii, Idaho, Nevada, Oregon, Trust Terriroty of the Pacific Islands, Northern Mariana Islands, Washington	Western Regional Office Food and Nutrition Service U.S. Department of Agriculture 550 Kearny Street, Room 400 San Francisco, California 94108

HEALTH CARE AND RECRUITMENT

Finally, health care must be arranged and children must be recruited for the program. NOTE: Examples of forms used in recruitment and health care are in the appendix (C 1-3).

TIMELINE

The timeline is provided as a guide in organizing the opening of a new program. Work needs to begin about four months before the opening date. NOTE: The appendix includes an example of an opening and closing checklist (Appendix D 1-2). Following is a charted timeline.


4 months before opening
3 months before opening
2 months before opening
1 month before opening
open
close
licensing
secure funding secure facility
interview and hire staff
arrange transportation and trash and laundry services
open charge accounts obtain supplies
recruit volunteers
secure assessment and pre-test data - post-test as children leave
recruit children - enroll on MSRTS
health care
pre-service and in-service training for staff
parent policy committee
close out service agreements
close charge accounts and store supplies
clean facility

Is this a Type A lunch?

STAFF DEVELOPMENT

The basic elements in training staff are:

1. individual job responsibilities. At the interview, each applicant is presented with a copy of the description of the position for which he is applying. Prior to appointment to a position, each employee is asked to sign a work contract.
2. background in the program(s).
3. background on migrant population with whom they will be dealing. (Use of the Migrant Heritage Studies Kit, developed at Project CHILD, is recommended).
4. child development (physical, cognitive, social, emotional).
5. preschool curriculum.
6. health, safety, and nutrition information (including first aid).
7. discipline techniques.
8. infant care and stimulation.
9. outdoor activities.
10. home-school relations (dealing with parents).
11. teacher-made materials ("Make-it-and-take-it" session).
12. child abuse and neglect.

In centers that are a part of a larger program, as Geneseo's Child Development Center is a part of the New York State Migrant Child Care Program, sessions are needed in budget information, completing forms, general information and required procedures.

At the local level, a preservice training needs to be provided before opening. If day care is a component of a larger local program, as CDS is a part of Project CHILD, this training needs to include relating and coordinating programs.

Inservice training can be included in weekly staff meetings.

The methods used in teaching the staff training program at CDC include:

1. large group information lectures.
2. small discussion groups.
3. role playing sessions.
4. "Make-it-and-take-it" sessions.
5. multi-media sessions.
6. classroom observations.

Resources utilized during the training program are:

1. Project CHILD's Migrant Heritage Studies Kit.
2. local first aid training program.
3. college facilities - library, instructional resources, etc.
4. County Cooperative Extension.
5. County Health and Social Services Departments.

Staff members receive stipends for attending Director's and Health training meetings and regional and staff development training sessions.

In addition, staff members are reimbursed for transportation to any meeting outside of Geneseo.

IMPLEMENTING THE PROGRAM

The facility and the number of children in the program determine how the program needs to be organized. State licensing regulations may have requirements for grouping children. If the state does not have a standard, the following figures may serve as a guide in determining how to organize a program.

1. less than 10 children - one classroom possible, but not advisable
2. 10-20 children - two rooms
    A. 1 month to 2 years
    B. 3 years to 5 years
3. 20-30 children or when infants and toddlers exceed 10 in number

A. 1 month to 18 months
B. 18 months to 36 months
C. 3 years to 5 years

4. 30 children or more - rooms can be organized as in "2" so that rooms do not exceed the following maximums:

A. 1 month to 18 months - 12
B. 18 months to 2 years - 15
C. 3 years to 5 years - 17

or rooms can be organized by ages:

A. infants
B. one year olds
C. two year olds
D. three year olds
E. four year olds
F. five year olds

Groups should not exceed the maximum number stated above.

Some programs have the use of only one or two very large rooms, such as meeting rooms or gymnasiums. Clearly dividing the room and controlling noise levels should be of primary importance.

Other programs have many very tiny rooms. These can be organized so that the rooms contain one or two of the areas listed under "Facilities". Children can be allowed to flow from one room to another. Thought should also be given to maximum numbers of children in these rooms.

ORGANIZATION OF DAY - DAILY SCHEDULE

The appendix contains examples of daily schedules and staff schedules for infants, toddlers and preschoolers. (Appendix E 1-3). In setting up a daily schedule, thought should be given to:

1. interchanging between quiet and active times.
2. interchanging between free choice and routine and/or large groups experiences.
3. transition times from very active to quiet times in order to help the children slow themselves down (i.e. between outdoor play and lunch).

4. allowing times to accomplish routines (i.e. wash hands, change clothes, clean rooms, etc.)

STAFF RESPONSIBILITIES

Once the daily schedule is established, staff responsibilities must be determined. The sample staff days in the appendix are organized along the daily schedule. They list many of the things that need to be accomplished by the staff during those times.

Funding sources may require some standardized evaluation of the children as they enter and when they leave a program. These may be designed so that they serve teachers in identifying the individual needs of each child.

In the absence of standardized evaluations, skills checklists may be developed appropriate for each age level. In designing one, it is important to consider:

1. what can be expected of that age.
2. how the skill will be measured.
3. what performance will determine mastery of a skill.
4. how will they be scored - a check for mastery or breaking skill into steps toward mastery?
5. the length of the center's season. This will affect how indepth the assessment can be. NOTE: Examples of skills assessments are in the Appendices. (Appendix F 1-4)

MIGRANT STUDENT RECORD TRANSFER SYSTEM

The Migrant Student Record Transfer System (MSRTS) is utilized to ensure continuity in the child's care by providing updated educational and health information to the child's next school. The following steps need to be taken to enroll children into the nationwide computer system:

1. Contact needs to be made with the local terminal operator. The state

migrant education department can identify the name, address and phone number of the correct local terminal operator for a program.

2. The local terminal operator will provide training for using the system upon request. This should be done before the children arrive.
3. To enroll a child on the computer, his/her birthdate must be known. An identification number is assigned to the child based on the birthdate.
4. A copy of the MSRTS Terminal Enrollment Form for New Students must be filled out for all children who have never been in the program. A sample for can be found in Appendix J.

EVALUATION

The means of evaluating and monitoring the program are summarized in the Children's Demonstration School Guidebook (CDS, the validated summer children's program for children ages 6 and up). In addition to these things, weekly staff meetings are held by the Child Development Center staff. The Education Director moves freely in and out of the classrooms. Lesson plans are turned in to the Education Director on a weekly basis. Through observation and plans, classroom strengths and weaknesses are noted. As a team, problems are then resolved.

NOTE: The appendices include two evaluative checklists, one for an infant-toddler program, the other for a preschool program. The checklists can be used as a basis for self-evaluation or as a guide for supervisors evaluating the program.

(Appendix K 1-2).

Life is one big ball game.

APPENDICES

I wonder where my shoes are?

Uhhh, ohhh!!!

APPENDIX A 1

POSITION DESCRIPTION

Position: Center Director

Reports to: Area Supervisor

Minimum Qualifications: Bachelor's Degree in Elementary Education plus one (1) year of administrative or supervisory experience in a day care program. (3 years of administrative/supervisory experience in a day care program may be substituted for the Bachelor's Degree in Elementary Education.)

Duties: Under the direction of the Area Supervisor, the Center Director is responsible for general operation of a center in accordance with established program policies and guidelines.

-Provides supervision to all center staff.

-Prepares staff schedules and approves personnel attendance reports for payroll purposes.

-Determines a child's eligibility for care based on established program policy.

-Recruits center staff in accordance with Social Services staffing ratios and individual center needs.

-Purchases educational materials and supplies in accordance with center budget and education program requirements.

-Approves food purchases necessary for proper nutrition program.

-Develops relationships with local governmental agencies and community organizations interested in supporting center operations.

-Implements parent involvement program for the center.

-Provides for in-service training of center staff members.

-Prepares program forms and reports as required by center administrative office.

Developed by: New York State Department of Agriculture and Markets
New York State Child Care Program

APPENDIX A 2

POSITION DESCRIPTION

Position: Educational Director

Reports to: Center Director

Minimum Qualifications: *Either: A Bachelor's Degree in Early Childhood Education (or) a Bachelor's Degree in Elementary Education plus paid experience in the development, implementation and maintenance of a preschool program.

Duties:

-Develops, implements and maintains a center's educational program in coordination with the Center Director; or is the Center Director.

-Provides direct supervision to Educational Assistants.

-Attends supervisory staff meetings within the center for the purpose of coordinating educational program with overall goals and objectives of the center.

-Prepares written plans for implementation of center's overall education program.

-Provides individual or group instruction and counseling to Educational Assistants and Child Care Aides relative to the conduct of the center's educational programming.

-Interacts with children on an individual basis.

-Advises Center Director in the ordering of educational material and supplies.

-Reports administratively to the Center Director.

*Individuals employed in a teaching position with the New York State Migrant Child Care Program as of September 1, 1976, may be covered in this title.

Developed by: New York State Department of Agriculture and Markets
New York State Migrant Child Care Program

POSITION DESCRIPTION

Position: Educational Assistant

Reports to: Educational Director

Minimum Qualifications: Associate Degree in Nursery Education (or) satisfactory training and experience as a child care aide with the Migrant Child Care Program in accordance with guidelines jointly promulgated by the State Education Department and the Department of Agriculture and Markets.

Duties:

-Carries out educational programming for a group of children under the direction of an Educational Director.

-Provides direct supervision to Child Care Aides.

-Works with assigned chidren on an individual and group basis for the purpose of fostering the educational, social and physical development of each child.

-Recommends to the Educational Director specific educational activities for the assigned group.

-Consults with the Educational Director relative to complex developmental problems encountered within assigned group.

-Supervises preparation of physical environments to enhance learning activities.

-Carries out other duties as assigned by the Educational Director.

Developed by: New York State Department of Agriculture and Markets
New York State Migrant Child Care Program

APPENDIX A 4

POSITION DESCRIPTION

Position: Teacher

Reports to: Educational Director

Minimum Qualifications: Bachelor's Degree in Early Childhood Education (or) *certification or specialization in Early Childhood Education e.g. New York State Certificate N-3/N-6.

Duties:

- -Plans, develops and implements the instructional program.
- -Provides teaching models in coordination with Educational Director and Educational Assistants.
- -Carries out the educational program under the guidance of the Educational Director.
- -Administers pre and post tests.
- -Develops personalized program based on child's needs.
- -Provides instruction.
- -Prepares written plans along with Educational Director for daily instruction.
- -Interacts with children on an individual basis.
- -Interacts with Educational Assistant.
- -Reports to the Educational Director.

*Individuals employed in a teaching position with the New York State Migrant Child Care Program as of September 1, 1976, may be covered in this title.

Developed by: New York State Department of Agriculture and Markets
New York State Migrant Child Care Program

APPENDIX A 5

POSITION DESCRIPTION

Position: Nurse

Reports to: Center Director and Program's Health Care Coordinator

Minimum Qualifications: Degree as a Licensed Practical Nurse

Duties:

-Collects, assesses, records and maintains authorized health data including MSRTS records and reports information as required to the Program's Health Care Coordinator.

-Schedules immunizations, physical and dental assessments and referrals as needed including emergency care.

-Performs routine periodic health checks on enrolled children.

-Assists in coordinating health education activities with ongoing educational curriculum.

-Provides and coordinates screening and testing programs.

-Provides in-service staff training on health, safety and nutrition and periodically assesses the results of same.

-Provides transportation to health care providers when necessary.

-Provides home-parent counseling including coordination of social services.

-Identifies handicapping problems, initiates legal procedures and examination, supervises prescribed therapy and submits required reports.

-Attends required training programs as scheduled.

-Assists in planning for and monitoring the USDA Child Care Food Program at the center.

Developed by: New York State Department of Agriculture and Markets
New York State Migrant Child Care Program

APPENDIX A 6

POSITION DESCRIPTION

Position: Child Care Aide

Reports to: Educational Assistant

Minimum Qualifications: Either: 18 years of age if assigned to infant through 2 year old age groups (or) at least 17 years of age if assigned to 3, 4, or 5 year old age groups.

No minimum educational background is required, though high school education or experience with young children in formal situations is desirable.

Duties:

-Provides direct supervision over a group of children under the direction of an Educational Assistant.

-Cooperates with the center's Educational Director and Educational Assistant in establishing a physical and emotional environment that is conducive to the optimum development of each child.

-Performs custodial type functions required in case of young children.

-Participates in center staff meetings and training sessions.

Developed by: New York State Department of Agriculture and Markets
New York State Migrant Child Care Program

APPENDIX A 7

POSITION DESCRIPTION

Position: Cook

Reports to: Center Director

Minimum Requirements: 18 years of age and background experience in meal preparation and planning.

Duties:

-Prepares meals and supplements served to children.

-Plans menu in coordination with Center Director.

-Supervises kitchen area including the cleanup of kitchen and dining room facilities.

Developed by: New York State Department of Agriculture and Markets
New York State Migrant Child Care Program

APPENDIX A 8

POSITION DESCRIPTION

Position: Caregiver IV

Reports to: Educational Coordinator, Team Leader (if applicable)

Minimum Qualifications:

A. Minimum of 18 years of age if assigned to infant through 2 year old age groups, unless otherwise stated.

Minimum of 17 years of age if assigned to 3, 4, or 5 year old age groups, unless otherwise stated.

Minimum of 21 years of age if a Team Leader, except when qualified by appropriate degree or certificate.

B1. Has a minimum of 2 years full time or 3 years part time experience in the Migrant Child Care Program (or)

B2. Has 2 years paid experience in another day care, preschool or related program.

C. Has completed 2 credit or non-credit courses in a BOCES, Continuing Education or college program.

Duties:

-Under the direction of a qualified staff member, provides quality care and supervision to a group of children.

-Shares in the routine performance of daily tasks required in the care of young children.

-Under the direction of a qualified staff member, implements the educational plan for individual children in group.

-Records observations and evaluations of children in group.

-Participates in center staff meetings and training sessions.

-Schedules and plans educational experiences and daily program activities for a group of children.

Developed by: New York State Department of Agriculture and Markets
New York State Migrant Child Care Program

POSITION DESCRIPTION

Position: Caregiver VII

Reports to: Educational Coordinator

Minimum Qualifications:

A. Minimum of 21 years of age, except when qualified by appropriate degree or certificate.

B. Has an AAS in Nursery Education, Early Childhood Education, Human Services or related field with practicum in preschool, PLUS a minimum of 30 college credit hours and has a minimum of 6 months paid preschool work experience (or)

C1. BS or BA (which includes a minimum of 12 hours in Child Development or Early Childhood Education) with no paid preschool work experience (or)

C2. Has a BS or BA PLUS 12 credit hours in Early Childhood Education, with no paid preschool work experience.

Duties: Supervises a group of children independently under the general direction of the Educational Coordinator.

-Shares in the routine performance of daily tasks required in the care of young children.

-Guides assigned caregivers (I-V) in implementing daily activities as well as the general educational plan for the center.

-Records observations and evaluations of children in group.

-Participates in center staff meetings and training sessions.

-Schedules and plans educational experiences and daily program activities for a group of children.

-Consults with Educational Coordinator on curriculum and problems encountered within assigned group and team.

-Assists the Educational Coordinator with curriculum development.

Developed by: New York State Department of Agriculture and Markets
New York State Migrant Child Care Program

Day Care, what's that?

APPENDIX B 1

Project CHILD
State University College
Geneseo, New York 14454

Child Development Program - Interview Form

NAME: ____________________ DATE: ____________

POSITION APPLIED FOR: ____________ INTERVIEWERS: ____________

DATES AVAILABLE: ____________ ____________

AGE PREFERENCE: ____________

HOURS PREFERENCE: ____________

EARLY CHILDHOOD BACKGROUND AND EXPERIENCE: 1 weak 2 3 4 5 strong

EXPERIENCE WITH MIGRANTS:

SAMPLE DAILY SCHEDULE:

IMPORTANT EQUIPMENT:

SELF-CONCEPT ACTIVITIES:

DISCIPLINE:

EXPERIENCE WITH PARENTS:

Most Important Benefit of Day Care Situation to the Child:

BUS ACTIVITIES (for bus aides):

AVAILABLE FOR TRAINING SESSIONS:

COMMENTS:

RECOMMENDATIONS:

Developed by: Connie Lynch
Project CHILD
Child Development Center

MCCP-1 (Rev. 5/77)

Developed by: BEST COPY AVAILABLE

APPENDIX B 2

State of New York
Department of Agriculture and Markets
Migrant Child Care Program
Bldg. 8, State Campus
Albany, New York 12235

The Migrant Child Care Program prohibits discrimination based on race, creed, color, sex, age, or national origin.

PERSONAL INFORMATION RECORD

PLEASE PRINT!

Last Name	First Name	M.I.	Date of Birth	Social Security No.	
Permanent Address - No. & Street	City	State	Zip Code	Area Code - Phone No.	
Present Address - No. & Street	City	State	Zip Code	Area Code - Phone No.	

PERSON TO NOTIFY IN EMERGENCY:

Name	Address	Home Phone No.	Relationship
Place of Business	Address	Business Phone No.	

Do you speak any language other than English? ☐ Yes ☐ No If yes, specify:

Do you have a valid N. Y. driver's license? ☐ Yes ☐ No

Do you have any physical defect, disease or disability? ☐ Yes ☐ No If yes, describe under remarks.

Have you ever had any mental, emotional or nervous condition? ☐ Yes ☐ No If yes, describe under remarks.

Were you ever dismissed or discharged from any employment for reasons other than lack of work or funds, or have you ever resigned in lieu of charges? ☐ Yes ☐ No If yes, describe under remarks.

Except for minor traffic violations and adjudications as a youthful offender, wayward minor or juvenile delinquent, have you ever been convicted of, or are you now under charges for offenses against the law? (A conviction is not an automatic bar to employment. Each case is considered on its individual merits.) ☐ Yes ☐ No If yes, describe under remarks.

Circle highest year of elementary school completed: 1 2 3 4 5 6 7 8

EDUCATION	NAME OF SCHOOL	LOCATION	MO./YR. ATTENDED	MAJOR COURSE	DEGREE RECEIVED	DATE DEGREE RECEIVED
High School						
College(s)						
Other (Specify)						

If you are not a high school graduate, do you have a New York State high school equivalency diploma? ☐ Yes ☐ No If yes, give no. Year of issue

If you are a registered professional nurse or licensed practical nurse, specify:
(Circle appropriately if R.N. or L.P.N.)

License No. Expiration Date

Applicant Remarks:

For Official Use Only:

Center ____________________
Position ____________________
Status ____________________
Starting Date ____________________

Recommendation(s):

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WORK EXPERIENCE*

(Begin with your most recent experience and work back)

From		To		Employer	Address
Mo	Yr	Mo	Yr		
				Title	Reason for leaving
				Duties	

From		To		Employer	Address
Mo	Yr	Mo	Yr		
				Title	Reason for leaving
				Duties	

From		To		Employer	Address
Mo	Yr	Mo	Yr		
				Title	Reason for leaving
				Duties	

From		To		Employer	Address
Mo	Yr	Mo	Yr		
				Title	Reason for leaving
				Duties	

*Please include any appropriate volunteer work experience.

IMPORTANT: Please note and sign.

I certify that the information furnished by me on this form is correct to the best of my knowledge and belief, and I understand that a false statement knowingly made may be considered cause for cancellation of appointment.

Signature ____________________ Date ________________

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Project CHILD
State University College
Geneseo, New York

Health/Recruitment Form

Mother/Guardian ______________________ Employer ______________________

Father/Guardian ______________________ Employer ______________________

Camp ______________________ X - Signifies head of family

Permanent Address ______________________
(Street) (City) (State) (Zip)

Children	Sex	Mo. Da. Yr.	Grade	Previous School	Date	City	State	Birthplace

Emergency: Name ______________________ Address: ______________________ Phone: ______________________

Permission is hereby given for the above named children to receive emergency medical treatment and/or surgery in the event the parent/guardian is not available if and when such treatment or surgery is needed. (Any medical service will be performed by a qualified person.) The Center director shall secure the needed care for the children and shall notify as soon as possible one or both parents or guardians.

I hereby give my consent to the staff of Project CHILD to re-use (playback) any videotape of my children or ward listed above, for any non-profit purpose related to the above educational institution.

While ownership of all such materials resides with the Center, I reserve the right to withdraw any videotape from circulation for any reason whatsoever, by written request.

Permission is hereby given for the above named children to receive any immunizations that are necessary, to receive dental care including extractions if necessary, and to be given a skin test for T.B. (Cross out any item not wanted.)

Date ______________________ Parent/Guardian ______________________

Medicaid Card: ______________________ State ______________________

Project Child
State University College, Geneseo, New York

										ld's name
										good health
										epilepsy
										tuberculosis
										diabetes
										heart disease
										asthma
										allergies
										operations
										ear trouble
										last dental x-ray
immunizations										
										mumps
										diptheria tetanus whooping
										polio
										rubella (3 day)
										measles (9 day)

CP-4

Developed by:

New York State
Department of Agriculture and Markets
Migrant Child Care Program

APPENDIX C 2

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MEDICAL REPORT OF MIGRANT DAY CARE CHILD

Name of Child	Birth Date	Age	Date of Exam	Child Care Center

SIGNIFICANT PROBLEMS:

Medical Yes ☐ No ☐ If yes, describe ______________________________

Dental Yes ☐ No ☐ If yes, describe ______________________________

Development Yes ☐ No ☐ If yes, describe ______________________________

Contagious Illness Yes ☐ No ☐ If yes, describe ______________________________

Recommendations (day care staff take note) ______________________________

Medications Required ______________________________

Tests Performed	YES	NO	DATE
U/A	☐	☐	
HCT	☐	☐	
Hearing	☐	☐	
Vision	☐	☐	
Blood Lead or FEP	☐	☐	
Sickle Cell	☐	☐	

Immunizations	YES	NO	DATE
DPT, DT	☐	☐	
OPV	☐	☐	
MMR	☐	☐	
TINE	☐	☐	
Other (Specify Below):	☐	☐	
	☐	☐	

The above named child was examined and found to present no hazard from contagious and communicable disease, and is in good general health: Yes ☐ No ☐

Physician's Signature	Physician's Name (Please Print)	Address
Center Nurse's Signature	Address	

This is a snack?

CHILD HEALTH CONFERENCE RECORD

APPENDIX C 3

VILLAGE, TOWN, CITY	COUNTY	ADMITTING DATE	CASE NUMBER

CHILD'S NAME	LAST	FIRST	MIDDLE	SOURCE OF REFERRAL
DATE OF BIRTH	SEX M ☐ F ☐	FAMILY PHYSICIAN		

	NAME			OCCUPATION	TEL. NO.
MOTHER	LAST	FIRST	MAIDEN		
FATHER	LAST	FIRST	MAIDEN		
CURRENT ADDRESS OF PARENT OR GUARDIAN					

FAMILY HISTORY	DATE OF BIRTH	(IF DECEASED, STATE CAUSE OF DEATH)		DATE OF BIRTH	
MOTHER			5		
FATHER			6		
CHILDREN'S NAMES 1			OTHERS IN HOUSEHOLD 1		
2			2		
3			3		
4			4		

RELATIVES OR MEMBERS OF HOUSEHOLD WHO HAVE, OR HAVE HAD ANY OF THE FOLLOWING DISEASES:
(INDICATE RELATIONSHIP TO CHILD)

ALLERGY	DIABETES	NEURO-PSYCHIATRIC	VENEREAL DISEASE
CARDIOVASCULAR	MALIGNANCY	TUBERCULOSIS	OTHER (Specify)

PREGNANCY AND BIRTH HISTORY

PLACE OF DELIVERY (NAME OF HOSPITAL)			DELIVERED BY	
PREVIOUS PREGNANCIES TOTAL NO.	FETAL DEATHS INDUCED	SPONTANEOUS	HEALTH DURING THIS PREGNANCY	
ANTEPARTAL CARE: (THIS PREGNANCY)	PHYSICIAN	NO. MONTHS	MOTHER'S STS	MOTHER'S RH
DELIVERY (TYPE, COMPLICATIONS, ETC.)				
NEONATAL HISTORY – INCLUDING CONDITION AT BIRTH (RESPIRATION, JAUNDICE, TWITCHING, BLEEDING, ANOMALIES, ETC.)				BIRTH WEIGHT

IMMUNIZATION AND TESTS

	COMBINED DIPHTHERIA-PERTUSSIS –TETANUS			POLIO		OTHERS				
	DATE	AMT.	SITE	DATE	AMT.	TYPE	DATE	RESULT	DATE	RESULT
1st						MEASLES		☒		☒
2nd						RUBELLA		☒		☒
3rd						MUMPS		☒		☒
1st. BOOSTER						SMALLPOX (NOT ROUTINELY RECOMMENDED)				
2nd BOOSTER						TUBERCULIN				
3rd BOOSTER										

I REQUEST THAT MY CHILD, WHOSE NAME IS ON THIS RECORD, RECEIVE ROUTINE IMMUNIZATION AND TESTS AS RECOMMENDED BY THE HEALTH DEPARTMENT.

SIGNED ______________________
PARENT OR GUARDIAN

MCH - 1 (REV. 10/75)
N.Y.S. DEPT. OF HEALTH

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WHOOPING COUGH		ACCIDENTS:	DEFECTS OF SPECIAL SENSES:
MUMPS			
CHICKEN POX			
RUBELLA		OPERATIONS:	OTHER ILLNESSES (Specify):
MEASLES			
STREPTOCOCCAL INFECTIONS			

SPECIAL EXAMINATIONS AND REFERRALS (Keep current, Summarize — Give details on Progress Notes)

DATE REFERRED	DATE & TYPE OF EXAM.	REPORT OF FINDINGS	DATE REFERRED	DATE & TYPE OF EXAM.	REPORT OF FINDINGS

DEVELOPMENT AND COUNSELING

AGE (Approx. expected time)	DEVELOPMENTAL MILESTONES	ACTUAL AGE OF ATTAINMENT	ANTICIPATORY GUIDANCE. Guide to some topics of forthcoming interest at each age
First 3 Months	Eyes follow moving objects Responds by smiling Makes cooing sounds		Peculiarities of young babies Sleeping positions Sibling's jealousy of new baby Flexible feeding schedule First solid foods
3 through 6 Months	Holds head erect Puts objects into mouth Rolls over Laughs		Thumb sucking Safety—putting pins and other small objects in mouth Teething
6 through 11 Months	Sits without support Creeps Pulls self to standing position Tries to feed self with fingers		Weaning to cup Sleeping schedule Handling of genitals Safety—creeping and reaching gives access to electric fixtures, stoves, knives, etc. Safety—can aspirate pieces of food, e.g., meat, nuts, etc. Reduced appetite
11 through 18 Months	Waves goodbye Walks without support Climbs Understands words of command Speaks a few words Tries to feed self with cup and spoon Walks up and down stairs		Discipline Safety—climbing gives access to high places, windows, medicines, poisons, etc. Bowel control Shoes Reduced appetite
18 through 24 Months	Develops bowel control Language—uses three word sentence with verb Solitary play—mimics domestic activities		Desire to be independent, do things for himself Bladder control
2 and 3 Years (until 4th birthday)	Fairly extensive vocabulary, uses full sentences Develops bladder control day and night Asks "why"		Activity and naps Need to play with children of own age Asking questions about babies Safety—automobiles
4 and 5 Years (until 6th birthday)	Drops infantile speech patterns Plays cooperatively		Safety—fire, automobiles

Adapted from Page 154 of Appendix IV of "Health Supervision of Young Children" of the American Public Health Association

DATE	HT.	WT.	HISTORY — FINDINGS — RECOMMENDATIONS	SIGNATURE & NEXT APPT.

DATE	HT.	WT.	HISTORY — FINDINGS — RECOMMENDATIONS	SIGNATURE & NEXT APPT.

OPENING CHECKLIST FOR YOUR CONVENIENCE

The following is a checklist of items which must be completed before the opening of every center.

1. Meet Social Services licensing requirements, either for new facility or for renewal. Send all paperwork to local Social Service Office before opening. Get fire and health inspection done early.
2. Arrange for transportation and rental agreements.
3. Check supply inventory and order needed supplies.
4. Work closely with the Migrant Day Care Committee, if there is one, and try to form one if there is none existing.
5. Place needed employment advertisements in local paper; interview prospective candidates.
6. Be sure facility is clean before setting up, taking special care to assure safe equipment. Clean and repair equipment, if necessary, before using.
7. Set in-service training dates and program set up dates.
8. Obtain all necessary forms.
9. Arrange for trash removal and how laundry will be taken care of.
10. Arrange for postal and telephone service.
11. Arrange for charge accounts - supermarket, pharmacy, etc.
12. Make necessary arrangements for children and staff physicals in cooperation with nurse and/or the program's Health Coordinator.
13. Try to develop a substitute and volunteer list to cover short term staff absences.
14. Secure preschool inventory test chosen, manual and records and begin pretests on opening.
15. Have bus inspected by Department of Transportation (DOT) unless inspection date has not expired. Get charge cards for gas.

16. Recruit and enroll children and plan the bus route.

17. Send appropriate enrollment form to initiate the MSRTS to the terminal operator. (Refer to Migrant Student Record Transfer System - MSRTS Manual.)

18. Establish "petty cash" checking account with a local bank.

Developed by: New York State Department of Agriculture and Markets
New York State Migrant Child Care Program

CLOSING CHECKLIST FOR YOUR CONVENIENCE

The following is a checklist of items which should be completed at the closing of a center.

1. Store supplies and equipment.
2. Clean everything.
3. Close out all agreements, i.e. Postal Service, phone, trash removal, transportation, building, charge accounts, clinic, laundry.
4. Disperse all records properly.
5. Complete and send post-tests.
6. Fill in withdrawal dates and complete and sent the MSRTS to the terminal operator.
7. Leave the building facility clean.
8. Close petty cash checking account and forward the balance to the fiscal office.

Developed by: New York State Department of Agriculture and Markets
New York State Migrant Child Care Program

Sleep tight!

APPENDIX E 1

SAMPLE DAILY SCHEDULE (INFANT ROOM)

8:00 - 8:30 AM	change children's clothes
8:30 - 9:15 AM	morning feeding and free play
9:15 - 10:30 AM	children play, indoors and outdoors; play with them to meet special needs
10:30 - 12:00 N	morning nap for those who are sleepy; individualized needs are met (i.e. baths, playing)
12:00 - 1:30 PM	lunch and actual feeding
1:30 - 3:30 PM	individual needs are met (i.e. playing and caring)
3:30 - 4:45 PM	nap
4:45 - 5:30 PM	dinner
5:30 - 6:00 PM	change clothes as children finish eating

SAMPLE STAFF SCHEDULE (INFANT ROOM)

8:00 - 8:30 AM	make up bottles and refrigerate; change clothes, place clothing in children's bags
8:30 - 9:15 AM	wash children's hands; warm food, prepare formula, feed children, mark home bottles and have sterilized before sending home; encourage self-feeding skills
9:15 - 10:30 AM	clean high chairs and tables, sweep floor; mark physical care charts; work on children's lesson plans individually and in small groups
10:30 - 12:00 N	change diapers; do laundry; sterilize bottles; rotate staff breaks, staff meeting; do charts; restock supplies; clean room and equipment
12:00 - 1:30 PM	wash hands; dish out food (see breakfast time, 8:30 AM)

1:30 - 3:30 PM	repeat of 9:15 - 10:30 AM
3:30 - 4:45 PM	repeat of 10:30 - 12:00 N, except write important notes to be sent home instead of staff meeting
4:45 - 5:30 PM	repeat feeding activities; begin changing clothes as children finish
5:30 - 6:00 PM	change clothes; straighten room; put children on bus

APPENDIX E 2

SAMPLE DAILY SCHEDULE (TODDLERS)

8:00 - 9:00 AM	arrive on bus; eat breakfast; use bathroom; change into school-owned clothes
9:00 - 10:30 AM	indoor free play
10:30 - 11:30 AM	outdoor free play - use bathroom first
11:30	use bathroom; wash hands; eat lunch
12:30	use bathroom; nap time
1:00 - 3:30 PM	nap time - varies by individual needs
3:30	snack; use bathroom
3:30 - 4:45 PM	playtime
4:45	dinner
5:15	use bathroom; change clothes; wash faces
6:00	"Goodbye - see you tomorrow"

SAMPLE STAFF SCHEDULE (TODDLERS)

8:00 - 8:30 AM	help children change clothes; use bathroom and change diapers
8:30 - 9:15 AM	wash hands; serve breakfast; sit and talk with children; supervise breakfast; clean table, sweep floor
9:15 - 10:15 AM	indoor free play, individualized instruction
10:15 - 11:30 AM	use bathroom; outdoor play or large motor activity
11:30 - 12:30 PM	use bathroom; serve lunch; wash hands; sit with children, supervise lunch
12:30 - 12:45 PM	wash table; put out cots; use bathroom, change all diapers
12:45 - 3:00 PM	watch children; clean room; staff breaks, staff meeting, planning time; write notes to send home
3:00 - 4:45 PM	use bathroom, change diapers; serve snack, sit and talk with children, encourage feeding skills; play with children; carry out lesson plans; change clothes; supervise swimming
4:45 - 5:30 PM	use bathroom, supervise hand washing; serve dinner, sit with children, supervise dinner; change clothes; clean table
5:30 - 6:00 PM	organize what needs to go home; play with children; clean room; put children on bus

APPENDIX E 3

SAMPLE DAILY SCHEDULE (AGES 3-5)

8:00 - 9:00 AM	arrive on bus; eat breakfast, brush teeth
9:00 - 10:00 AM	free play, individualized instruction
10:00 - 10:15 AM	clean up
10:15 - 11:30 AM	outdoor play
11:30 - 11:45 AM	story time
11:45 - 12:30 PM	wash hands; eat lunch; brush teeth, use bathroom
12:30 - 2:30 PM	nap time
2:30 - 3:30 PM	snack; outdoor play, swimming
3:30 - 4:30 PM	specials, gym, art or music
4:45	dinner
5:30	get ready to go home
6:00	"Goodbye - see you tomorrow"

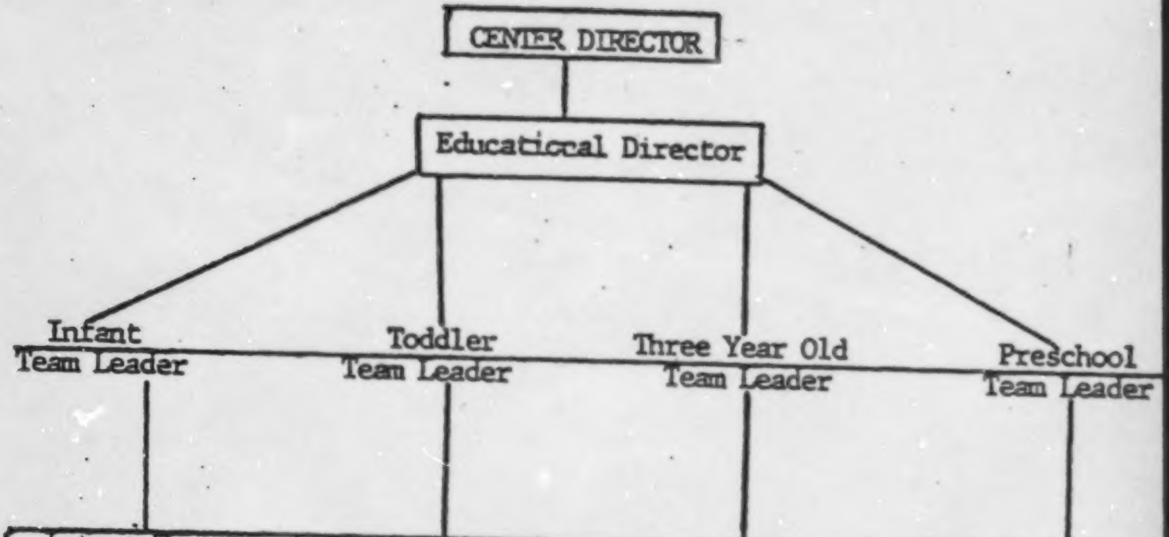
SAMPLE STAFF SCHEDULE (AGES 3-5)

before 8:00 AM	set up classroom, mix paints, put special activities on the tables, etc; make breakfast; review plans for the day
8:00 - 9:00 AM	meet children at bus; set up breakfast; supervise brushing of teeth, sit and talk with children as they eat; clean off tables, take dishes back to kitchen
9:00 - 10:00 AM	carry out teacher-directed activities; observe and record children's play behavior, interact with children; involve children in unplanned activities, supervise play
10:00 - 10:15 AM	involve children and help them clean up
10:15 - 11:30 AM	interact with children; carry out teacher-directed activities (minimum time and small groups); supervise play
11:30 - 11:45 AM	read story; set up lunch, join group when finished; help some children wash hands; sing or play games with others
11:45	sit down to lunch - everyone eats with children; talk with them, supervise meal time; organize brushing of teeth; organize using the bathroom; set up cots and room for nap time

12:30	sit with nappers, rub backs (or whatever helps them sleep); work on planning, paperwork, teacher-made materials, bulletin boards; teacher breaks; supervise children who are awake; staff meetings
2:30	set up snack, clean up; dress children if necessary; watch children who are awake; same as outdoor play duties
3:30 - 4:30 PM	staff break; good opportunity to check library materials, read idea books
4:30	pick up children; set up dinner (some days they would get out at 4:00 PM; we would show movies, play group games or sing)
4:45	same as lunch
5:30	get children together; use bathroom; hand out papers, pin on notes
6:00	see children to bus, bid farewell; when bus leaves return to room to check its organization, put finishing touches on cleanup of room

APPENDIX E 4

UPDATED
STAFFING PATTERN


CENTER DIRECTOR
Educational Director
Infant Team Leader
Toddler Team Leader
Three Year Old Team Leader
Preschool Team Leader

Infant Team	Toddler Team	Three Year Team	Preschool Te
Max.group size:8 Ratio 1:4	Max. grp.size:8 Ratio 1:4	Max.grp.size:15 Ratio 1:5	Max.grp.size Ratio 1:7
TEAM 1 1-4 Team Leader (CGIII-IX) 5-8+1 Assistant	TEAM 1 1-4 Team Leader (CGV-IX) 5-8+1 Assistant	TEAM 1 1-5 Team Leader (CGV-IX) 6-10+ Assistant 11-15 + Assistant	TEAM 1 1-7 Team Lea (CGV-IX) 8-14+ Assist 15-20 + Assis
TEAM 2 9-12 Assistant 13-16 Assistant	TEAM 2 9-12 Assistant 13-16 Assistant	TEAM 2 16-20 Assistant 21-25 Assistant 26-30 Assistant	TEAM 2 21-27 Assista 28-34 Assista 35-40 Assista

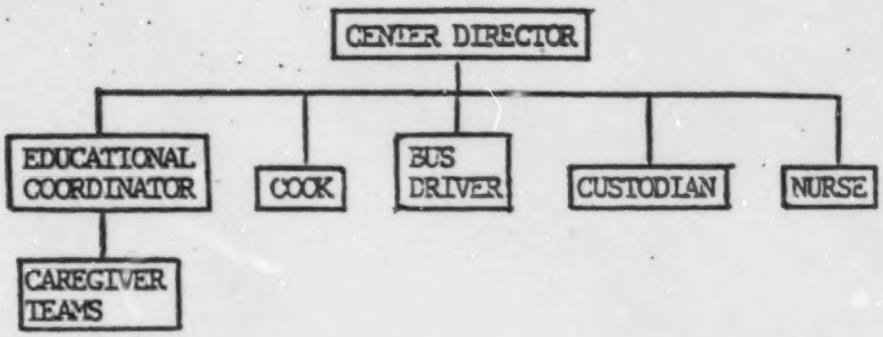
Developed by: New York State Department of Agriculture and Markets
New York State Migrant Child Care Program

APPENDIX E 5

UPDATED

II A. POSITIONS TO BE FILLED:

1. GENERAL ORGANIZATION OF THE CENTER: Each MCCP Center shall employ staff in accordance with the following organization chart:



2. STAFFING PATTERN—CAREGIVER TEAMS:

A. There shall be one Caregiver Team for each of the following age levels: Infant (6 weeks-18 months), Toddler (18 months-3 years), 3 year olds, Preschool (4-5 years).

NOTE: In small centers, age-group combinations may be used, i.e. infant-toddler (6 weeks-3 years), preschool (3-5 years).

B. There shall be a Team Leader for each team. A Team Leader shall be a staff member who has attained at least the qualifications of Caregiver III for infants or Caregiver V for toddlers and older. The Team Leader must be at least 21 years of age.

C. Each Team Leader shall be, in effect, the first staff member on each team. That person will be responsible for the general leadership and supervision of subsequent groups and caregivers in the team.

D. Each Team Leader will work under the general supervision of the Educational Coordinator.

E. Subsequent Caregivers shall be employed for each Caregiver Team in accordance with the maximum group size and adult-to-child ratio outlined on the staffing pattern chart (II A-2).

Developed by: New York State Department of Agriculture and Markets
New York State Migrant Child Care Program

APPENDIX F 1

PROJECT CHILD
State University College
Geneseo, New York

CHECKLIST FOR INFANTS

For 6 Months and Younger:

Personal-Social

smiles spontaneously _____

Fine Motor

grasps rattle _____
regards raisin _____
reaches for object _____
follows 180° _____
hands together _____

Language

laughs _____
squeals _____

Gross Motor

bears some weight on legs _____
pull to sit - no head lag _____
on stomach chest up - arm support _____
sits - head steady _____
rolls over _____

For 6 Months and Older:

Personal-Social

plays pat-a-cake _____
feeds self crackers _____
resists toy pull _____
plays peek-a-boo _____
works for toy out of reach _____

Fine Motor

sits, looks for yarn _____
sits, takes cube _____
rakes raisin - attains _____
passes cube hand to hand _____

Language

says Dada or Mama _____
turns to voice _____
imitates speech sounds _____

Gross Motor

sits without support _____
stands holding on _____
pulls self to stand _____
gets to sitting _____

KEY

X - can do

✓- can't do

APPENDIX F 2

PROJECT CHILD
State University College
Geneseo, New York

Assessment for Ages 2 - 3

Name:______________________ Age:________ Date:__________________

Personal-Social:

takes turns ___________
shares _________
plays interactive games_________
seeks independent activities___________
recognizes acceptable social behavior___________
solves problems___________
cries easily____________
aware of physical environment__________
distinguishes teacher from mother or other adults___________
washes and dries hands____________
toilet trained______________

Fine Motor Skills:

eats with spoon__________
plays with puzzles and shape-sorters___________
uses crayons for coloring_________
paints with brush___________
finger-paints___________
puts on socks and shoes__________
buttons & buckles_____________
snaps and zippers_____________
can throw away paper dish and cup after meals_____________

Gross Motor Skills:

walks well_____________
walks backwards___________
runs__________
jumps___________
climbs stairs___________
climbs play equipment_________
plays ball___________
rides tricycle___________
uses playground equipment independently_________

Language: Speaking

can identify some body parts__________
can identify common objects___________
makes self understood verbally_________
speaks in sentences____________
can converse with peers____________
can converse with teacher___________
sings songs or nursery rhymes__________

Assessment for Ages 2 - 3 (cont'd)

Understanding:

responds to name______________
responds to simple directions_______________
responds to relatively complex directions_______________
responds to teacher's conversation________________

Comments:

ASSESSMENT
of
GENERAL KNOWLEDGE and SKILLS
(AGES 3 - 4)

KEY

M=Mastered

NP=Needs Practice

STUDENT'S NAME__________________________

STUDENT'S AGE___________________________

ASSESSMENT DATE_________________________.

Developed By: Connie Lynch
Project CHILD
Child Development Center

Directions for Administering the Assessment of General Knowledge and Skills

During the first few weeks after a child enters a program, the Assessment of General Knowledge and Skills should be administered. The purpose of Administering it is to help the child care givers evaluate each child's strengths and needs and develop individualized plans based on these findings.

Before administering the assessment, the tester needs to examine the assessment form to determine what materials are needed. The assessment can be administered a section at a time or in a way most comfortable for child and tester.

If the child has mastered the skill, check "M". If the child is successful only part of the time, check "NP". Do not make any checks if she/he has not begun to master the skill.

Periodically, the assessment should be re-administered either in part or in whole. New skills that are mastered are checked off and dated.

PHYSICAL/PSYCHOMOTOR ASSESSMENT

LARGE MOTOR	M	NP	Date Mastered
1. Ascends stairs, alternating feet			
2. Descends stairs, alternating feet			
3. Hops on one foot			
4. Balances on one foot			
5. Gallops			
6. Climbs a ladder well			
7. Maintains balance when running,stops, and turns corner easily			
8. Walks heel-to-toe(without assistance) a. frontwards b. backwards			
9. Rides a tricycle			
10. Throws a beanbag			
11. Catches a beanbag			
12. Throws a ball			
13. Catches a ball with arms held together in front of body			
SMALL MOTOR			
1. Pulls on clothing			
2. Feeds self with fork and spoon			
3. Manipulates a crayon with fingers rather than fist			
4. Manipulates a pencil with fingers rather than fist			
5. Makes random cuts with scissors			
6. Cuts on a line by four years			
7. Manipulates pegs and pegboard			
8. Strings beads			
9. Zippers			

COGNITIVE ASSESSMENT

LANGUAGE/INTELLECTUAL	M	NP	D Mas
1. Knows his full name			
2. Knows his age			
3. Knows members of family			
4. Can identify: a. head b. arms c. legs d. eyes e. nose f. mouth g. ears h. hands j. feet k. others			
5. Knows functions of most body parts (8 out of 10)			
6. Uses many words			
7. Uses complete sentences			
8. Communicates ideas clearly			
9. Participates in singing songs and singing games; recognizes melodies			
10. Understands and follows oral directions			
11. Performs 2 to 3 simple directions in sequence			
12. Uses consonants: m,w,h,p,g,r,b			
13. Recognizes: a. red b. blue c. yellow d. green e. orange f. purple g. pink h. black i. brown j. white			
14. Classifies in one way (color)			

LANGUAGE/INTELLECTUAL (Con't)

	M	NP	Date Mastered
15. Classifies in two ways (color, shape)			
16. Classifies in more than two ways (color, shape, size)			
17, Identifies big and little			
18. Understands concept of first/last			
19. Understands concept next/again			
20. Understands concept of heavy/light			
SOCIAL/EMOTIONAL			
1. Cooperates with adults			
2. Washes hands			
3. Blows nose			
4. Takes care of bathroom needs			
5. Plays interactive games			
6. Sings and imitates songs			
7. Shares playthings			
8. Understands taking turns			

Where did everybody go?

ASSESSMENT
of
GENERAL KNOWLEDGE and SKILLS
(AGES 4 - 5)

KEY

M=Mastered

NP=Needs Practice

STUDENT'S NAME______________________________

STUDENT'S AGE_______________________________

ASSESSMENT DATE_____________________________

Developed by: Connie Lynch
Project CHILD
Child Development Center

Directions for Administering the Assessment of General Knowledge and Skills

During the first few weeks after a child enters a program, the Assessment of General Knowledge and Skills should be administered. The purpose of administering it is to help the child care givers evaluate each child's strengths and needs and develop individualized plans based on these findings.

Before administering the assessment, the tester needs to examine the assessment form to determine what materials are needed. The assessment can be administered a section at a time or in a way most comfortable for child and tester.

If the child has mastered the skill, check "M". If the child is successful only part of the time, check "NP". Do not make any checks if she/he has not begun to master the skill.

Periodically, the assessment should be re-administered either in part or in whole. New skills that are mastered are checked off and dated.

COGNITIVE ASSESSMENT

LANGUAGE/INTELLECTUAL

	M	NP	D Mas
1. Puts three or more objects in order of size			
2. Reproduces a sequence of colors			
3. Reproduces a sequence of shapes			
4. Reproduces a sequence of sizes			
5. Understands concept of front/back			
6. Understands concept of long/short			
7. Understands concept of inside/outside			
8. Understands concept of around			
9. Understands concept of near/far			
10. Understands concept of many/some			
11. Understands concept of over/under			
12. Understands concept of in front of/behind			
13. Understands concept of beside			
14. Understands concept of less than			
15. Recognizes: a. circle b. square c. triangle d. rectangle e. oval f. star g. diamond h. crescent			
16. Can copy: a. circle b. cross c. square d. diamond e. crescent			
17. Can count to: a. five b. ten c. twenty			
18. Recognizes printed first name			
19. Prints first name			

LANGUAGE/INTELLECTUAL (con't)

	M	NP	D Mas
20. Says all vowels sounds clearly			
21. Says most major consonants (t,d,n,k,ng,y,f)			
22. Can follow and carry out in sequence 3-4 simple directions			
LARGE MOTOR			
1. Descends ladder well			
2. Maintains balance in jumping			
3. Maintains balance on a balance beam (without assistance)			
4. Skips			
5. Catches bounced ball			
6. Bounces ball			
7. Aims and throws well			
8. Swings			
9. Somersaults			
Small Motor			
1. Laces			
2. Ties			
3. Buttons			
4. Snaps			
5. Buckles			
6. Copies square			
7. Copies letters			
8. Copies letters			
9. Draws six-part person			

APPENDIX G 1

PROJECT CHILD
State University College
Geneseo, New York

CHILD DEVELOPMENT CENTER

Infant Stimulation Checklist

NAME: ______________________________ BIRTHDATE: ____________________

DATE: ____________________

Gross Motor	Yes	No
1. lifts head from mattress		
2. rolls from side to side		
3. lifts head and chest		
4. holds head steady while sitting		
5. makes swimming motion		
6. bears weight when pulled to standing		
7. rolls from stomach to back		
8. rolls from back to stomach		
9. scoots backward or forward		
10. creeps (abdomen on floor)		
11. sits alone		
12. goes from sitting to crawling		
13. goes from crawling to sitting		
14. pulls self to standing		
15. crawls		
16. walks with help		
17. stands alone		
18. climbs up and down step ladder		
19. walks alone		
20. walks backwards		
21. runs		
22. bends over, then returns to standing		
23. climbs into adult size chair		
24. seats self in child size chair		
25. walks up stairs holding rail		
26. walks down stairs with help		
27. squats then stands up		
28. jumps off step		
29. runs well, seldom falls		
30. walks up and down stairs alone		
31. jumps off stairs with both feet		
32. hops on one foot		
33. climbs out of crib		
Fine Motor - Manipulative		
34. bats at objects		
35. grasps object placed in hand		
36. watches or plays with hands or feet		
37. reaches for and grasps object at midline or nearby		

	Yes	No
38. transfers object from hand to hand		
39. holds bottle		
40. holds two objects		
41. feeds self-finger foods		
42. feeds self-with spoon		
43. uses one hand independently		
44. puts object in a container		
45. picks up object with pincer grasp		
46. stacks blocks or rings		
47. holds cup and drinks from it		
48. makes horizontal stroke with crayon		
49. manages cup and spoon		
50. throws objects		
51. makes vertical stroke with crayon		
52. makes circular stroke with crayon		
53. helps dress & undress self		
Perceptual - Cognitive		
54. follows visually moving object		
55. imitates simple behavior		
56. recognizes bottle		
57. actively searches for hidden object		
58. responds to familiar words		
59. indicates picture in book when asked		
60. plays ball with another		
61. retrieves toy with stick when out of reach		
62. follows one direction (e.g. "get the ball")		
63. follows two directions (e.g. "get the ball & put it here")		
64. indicates parts of body		

Infant Stimulation Checklist - Page 2

	Yes	No
Language		
65. coos and babbles		
66. makes several different sounds		
67. vocalizes in response to caregiver's voice		
68. responds to own name		
69. turns to things or persons when they are named		
70. says a word-other than mama, dada		
71. uses words to indicate wants		
72. uses about a dozen words		
73. uses two word sentences		
74. uses three word sentences		
75. uses four word sentences		
Social		
76. eye to eye contact with caregiver		
77. recognizes face of most familiar caregiver and smiles		
78. definite social smile		
79. makes social contact by smiling or vocalizing		
80. laughs		
81. shows interest in other babies		
82. reacts differently to familiar and strange people		
83. initiates games with people		
84. indicates the need for help		
85. interacts with peers in games		

Developed by: Sister Barbara Pollack
Little People of Marian House
Albion, New York

PROJECT CHILD
State University College
Geneseo, New York

CHILD DEVELOPMENT CENTER

Infant Stimulation Guidelines/Checklist

Name: ______________________________

Weight: ____________ Length: ____________ Age: ____________

Month:	Dates																						
breakfast																							
lunch																							
dinner																							
snack																							
milk																							
juice																							
water																							
sleep a.m.																							
p.m.																							
bowels																							
exercise																							
mood																							
achievement																							
vitamins																							

Developed by: Sister Barbara Pollack
Little People of Marian House
Albion, New York

APPENDIX G 3

PROJECT CHILD
State University College
Geneseo, New York

CHILD DEVELOPMENT CENTER

Infant Stimulation Guidelines/Checklist

Name: ______________________ Date: ______________

Stimulate Seeing

Let child finger feed self. Should now be able to do a pretty good job by using thumb directly opposite forefinger.

Stimulate Hearing

Play a record or radio for child. May or will bounce in rhythm to the music.

Stimulate Feeling

When outdoors, let child feel sand, grass, tree bark, leaves or anything else child shows interest in.

Stimulate Generally

Take child outdoors for carriage rides and short walks.

Self-Awareness

Teach child to point to nose while looking in the mirror. Name also the eyes and mouth.

Imitation and Speech

Imitate child's sounds and have child repeat them back.

Key: R - Response
N - No Response

PROJECT CHILD
State University College
Geneseo, New York

PLANNING FOR INSTRUCTION

(SAMPLE)

Unit Afternoon lessons - Self-Concept
3 - 4 year olds

Date: 7/6/76

Teacher C. Lynch

Needs	Objectives	Subject Matter (Resource Materials)	Learning Experiences	Evaluation
1. The students need activities aimed at developing and reinforcing positive attitudes toward themselves and their importance as individuals. 2. The students need to learn colors 3. The students need activities to enhance their sensory experiences.	At the end of this lesson the child will be able to: 1. identify, by pointing, his handprints, with his name on the paper and his footprints. 2. identify, by pointing, the red and blue hand prints.	1. white construction paper (small sheets) 2. red and blue paint 3. long sheet of white paper 4. basin of water and towel for cleaning feet	1. Each child will make handprints on small paper, using red paint for one hand and blue paint for the other hand. 2. Teacher will print each child's name on his paper 3. Each child will choose his favorite color, to make footprints on long sheet of paper. 4. Teacher will print child's name next to one of his footprints on large sheet of paper.	Identification, by pointing, of finished pictures.

PROJECT CHILD
State University College
Geneseo, New York

PLANNING FOR INSTRUCTION

(SAMPLE)

Unit Colors 3 - 4 year olds

Date: 7/12 & 15/76

Teacher Helen Lynch

Needs	Objectives	Subject Matter (Resource Materials)	Learning Experiences	Evaluation
he children Kelly, Ellis, dam, Kelvin) need o distinguish pecific colors rom a group of olors.	The children will be able to match beads of the same color.	Colored wooden beads	The children will be asked to put all the beads of the same color in a group	Matching beads of th same color
he children Ellis, Adam, elvin, Kelly) eed to learn the olor blue.	The children will be able to pick the blue objects out of a tray of objects when the lesson is completed.	1. Blue circles 2. Pegboard and pegs 3. "Cross the Brook" game 4. Tray of objects (mostly blue) 5. Paper, blue crayons	1. The teacher will give each child a blue circle, telling them the color of the circle. 2. The children will point out various items in the room which are blue 3. Each child will help fill a blue pegboard full of blue pegs. 4. The children will "Cross the Brook" stepping only on the blue stones 5. The children will pick out only the blue items on a tray full of objects 6. Given a blue crayon, the children will each draw a picture of something blue	Picking out the blu objects

APPENDIX H 2

PROJECT CHILD
State University College
Geneseo, New York

APPENDIX H 3

CHILD DEVELOPMENT CENTER

Infant Stimulation Plans

Name: ______________________ Date: July 30, 1979

Fine Motor Activity

Let child turn switches on and off.	R*	R	R	R
Let child turn faucet on and off.	R	R	R	R
Encourage child to use activity box.	R	R		

Gross Motor Activity

Encourage child to pile large blocks.	R	R	R	
Encourage the child to walk, run, stoop and climb outdoors.	R	R	R	R

Self Awareness

In front of a mirror, encourage child to point to his body parts as they are named and pointed out.	N			

Time

Use the words 'before' and 'after' when talking with him.	R	R		
Use the expression "time for . . ." when talking with him.	R	R		

Problem Solving

Hide a toy under a cloth and see if he looks for it.	R			

Language

Encourage child to point to objects and pictures of objects as you name them.	N	N	R	
Encourage child to point to and name people and things.	N	N		

*key: R - Response
N - No Response

Developed by: Sister Barbara Pollock
Little People of Marian House
Albion, New York

dp/8/10/79

Carrot sticks again!

MCCP-10 (Rev. 4/78)

APPENDIX I

Developed by:

New York State
Department of Agriculture and Markets
Migrant Child Care Program

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APPLICATION FOR DAY CARE SERVICES

Applicant Identification:

Name (Last, First, M.I.)	Relationship ☐ Mother ☐ Father ☐ Guardian	
Present Address (No., St., City)	Phone No.	County
Person To Be Notified In Emergency	Address	Phone No.

Migrant Status:

☐ Interstate (1)
☐ Intrastate (2)
☐ Resettled (3)

Home Base State Address	Date Entered N.Y.S.
School District of Residence	Date Entered District
Previous Employer	Type Employment

Parental Employment Status:

Mother	Father
☐ Employed Employer ________	☐ Employed Employer ________
Type Employment ________	Type of Employment ________
☐ Seeking Employment (up to 60 days)	☐ Seeking Employment (up to 60 days)
☐ Pursuing Voc. Goals Institution ________	☐ Pursuing Voc. Goals Institution ________
☐ Absent or Deceased	☐ Absent or Deceased
☐ Unemployed	☐ Unemployed
☐ Unemployed Due to Illness or Incapacity Describe ________	☐ Unemployed Due to Illness or Incapacity Describe ________

Applicant Income Data:

Annual Combined Family Income (Gross)	No. Members in Family	Does Applicant Receive (Check Appropriately): ☐ ADC ☐ MA ☐ HR ☐ SSI

Applicant Requesting Services For: (Explain on reverse if med. column checked)

Name of Child	Med.	Date of Birth	Sex	Soc. Security No.	Date Entered	MSRTS. No.

APPLICANT CERTIFICATION AND AUTHORIZATION:

I certify that the information on this form is true and that my child has my consent to participate in the New York State Migrant Child Care Program. Including field trips.

I also affirm that my child has my permission to participate in Migrant Education Programs conducted in the center and that the migrant student record system * has been explained and understood by me. I know that my child's record will be made available for me to see and obtain if I so desire. I understand, further, that this record will be transferred to other schools /centers where my child intends to enroll.

In addition, I authorize my child to receive medical and/or surgical treatment in case of emergency and to receive health and dental services offered by the Program. I also give my permission for the Program to obtain complete medical/dental information on my child from a health provider, and/or to release such information to a health provider upon request.

* Migrant Student Record Transfer System

Applicant's Signature ________ Date ________

FOR CENTER DIRECTOR'S USE ONLY:

I certify that the above information was obtained from a parent, and that it is correct to the best of my knowledge. Based upon this information and applicable program guidelines, I have approved this application and have enrolled the child(ren) in the center.

Signature ________

Date ________

FOR HOMER OFFICE USE ONLY:

Food Program Status ________

DEFINITIONS AND PRIORITIES OF MIGRATORY CHILDREN AS APPLIED TO P.L. 89-750 AND P.L. 90-247

A. INTERSTATE

- A child who has moved with a parent or guardian within the past year across state boundaries in order that a parent/guardian or member of his immediate family might secure temporary or seasonal employment in agriculture/fishing or in related food processing activities.

Status 1 = Interstate agriculture
Status 2 = Interstate fishing

B. INSTRASTATE

- A child who has moved with a parent or guardian within the past year across school district boundaries within a state in order that a parent/guardian or member of his immediate family might secure temporary or seasonal employment in agriculture/fishing or in related food processing activities.

Status 2 = Intrastate agriculture
Status 5 = Intrastate fishing

C. FORMERLY MIGRATORY (FIVE-YEAR MIGRANTS)

- A child who has been an interstate migrant as defined above but who along with his parent or guardian has ceased to migrate within the last five years and now resides in an area in which a program for migratory children is to be provided.

Status 3 = Formerly agriculture
Status 6 = Formerly fishing

D. RELATED AGRICULTURAL ACTIVITIES

- Farm activities related to field crops such as alfalfa, broomcorn, flax, hops, peanuts and sugar beets.
- Orchard activities related to fruit and nut trees and vines including sorting and picking.
- Farm activities related to the production of vegetables including sorting, freezing and canning.
- Farm activities engaged in the production of milk and other dairy products not including commercial dairies not located on a farm.
- Farm activities related to the production of poultry and poultry products located on the farm.
- Farm or ranch activities related to the production of livestock and livestock products located on the farm.
- Farm activities related to horticultural crops such as bulbs, flowers, plants, shrubbery, trees, herbs, mushrooms, seeds and sod crops.
- Fishery activities.

NOT ELIGIBLE:

- Forestry
- Racetrack-related activities

Critical Medical Problems and Instructions: (Indicate Name of Child)

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MSRTS Terminal Enrollment Form for NEW Students

IMPORTANT: Please check files for blue MSRTS form. If available, add only new enrollment date and send top copy to terminal. This white form to be used for NEW STUDENTS ONLY.

Enrolling School Name State University College - Geneseo ____ I.D. B.P.V.Q.

Enrolling Date ____

Last Name ____ Sex ____ (M or F)

First Name ____ Birthdate ____

Middle Initial ____ Verification ____
(B. Cert, Docu, Other, None)

Parents:
Father ____ Age ____

Mother ____ Migrant Status ____ (1 = Intersta
2 = Intrasta
3 = Resettle

Guardians ____

____

Birthplace ____
City County State

Home Base ____
City County State

Current Address in N.Y.S. ____

COMPLETE AND SEND TO:

Mrs. Rita Lowe
Terminal Operator
Orleans-Niagara BOCES
Salt Works Road
Medina, New York 14103

Call Collect: 716: 798-4389

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Stop the world, I want to get off!

APPENDIX K 1

Name of Child Care Center________________________ Group: Infant________

Toddler________

Checklist completed by________________________

Date________________________

New York State Migrant Child Care Program
CHECKLIST FOR QUALITY INFANT/TODDLER DAY CARE

For each item, place a checkmark under the "Yes" column for items always or usually demonstrated or a checkmark under the "No" column for items not demonstrated or needing substantial improvement.

		Yes	No
I. PHYSICAL SETTING			
1. Is there adequate space for caring for the number of infants or toddlers in the program?		____	____
2. Is the physical space divided into areas so that the program can be carried out smoothly?		____	____
3. Is the physical space:	clean?	____	____
	attractive?	____	____
	conducive to children exploring people and inanimate objects?	____	____
4. Is there enough equipment for the number of infants or toddlers served?		____	____
5. Do caregivers arrange and use space and equipment to provide learning experiences that encourage the development of:			
	self-awareness?	____	____
	socialization?	____	____
	language skills?	____	____
	fine motor skills?	____	____
	gross motor skills?	____	____
6. Are there safe, interesting play materials that children have access to?		____	____

II.	CAREGIVER FUNCTIONING	Yes	No
1.	Have caregivers set up a flexible schedule for their work?		
2.	Does each caregiver assume primary responsibility for several children?		
3.	Are caregivers knowledgeable about the children they care for - do they know each child's age, schedule, likes and dislikes, skills?		
4.	Do caregivers share responsiblity for children at times so that children learn to know and trust other caregivers in the group?		
5.	Do caregivers have a system for recording and exchanging information about the children?		
6.	Are caregivers involved in an ongoing training program - is there a system for providing times and occasions for reading, discussions, etc.?		
7.	Do caregivers have some knowledge of the normal course of development - that is, what most infants and/or toddlers are like at various ages?		
8.	Do caregivers carry out routines with appropriate concern for: the child's health?		
	safety?		
	efficiency?		
	Making each experience pleasurable for the child?		
9.	Do caregivers try to insure that children are spending most of their time in pleasurable learning experiences appropriate for the child's developmental level?		
10.	Do caregivers talk to the children?		
11.	Do caregivers listen to the children?		
12.	Do caregivers appreciate and respond sensitively to individual children's needs for personal attention and social interaction?		
13.	Does the staff feel free to discuss their problems and frustrations?		
14.	Do caregivers consult parents whenever possible about child's needs - toileting, sleeping, food, "security toys?"		
15.	Do caregivers keep parents informed about the child's activities and progress?		
16.	Do caregivers provide experiences, materials, etc. that reflect the cultural backgrounds of the children?		
17.	Are menus and feeding practices approved by a physician or nutritionist?		

II. CAREGIVER FUNCTIONING, Cont'd:

	Yes	No
18. Does the feeding program include:		
opportunities for socialization?		
consideration of cultural patterns?		
development of self-feeding skill?		
19. Is each child's physical well-being regularly monitored by a professional nurse?		
20. Do caregivers and nurse: exchange information?		
plan programs to meet individual needs?		

III. DAILY EXPERIENCES FOR INFANTS AND TODDLERS:

	Yes	No
1. Do infants or toddlers spend most of their waking time out of their cribs?		
2. Are the needs of each child responded to promptly and appropriately: in diapering?		
feeding?		
naptime?		
3. Does each child have his/her own schedule - that is, is the program geared to individual children rather than to the group?		
4. Does each child have access to play materials appropriate for his/her development level?		
5. Are the children given the opportunity to interact with each other?		
6. Does each child receive some individual attention from an adult each day?		
7. When the weather permits, are children taken outdoors?		
8. Does each child have his/her own crib or cot and a special place for his/her own belongings?		
9. Are there opportunities to exercise emerging motor skills?		
10. Are the children encouraged to explore their surroundings?		
11. When a child communicates, is he/she responded to quickly and appropriately?		
12. Is a child's distress responded to quickly and appropriately?		

III. DAILY EXPERIENCES FOR INFANTS AND TODDLERS, Cont'd

		Yes	No
13.	Are children given choices of activities?	___	___
14.	Is the program set up so that each child gets to know a few special adults?	___	___
15.	Is there predictability and consistency in the baby's day - that is, does the daily routine follow a flexible schedule?	___	___
16.	Are children helped to master new skills and given praise by caregivers when they succeed at something?	___	___
17.	Are children encouraged to act on the world themselves - encouraged to "do" rather than "be done for?"	___	___
18.	Are directions to children typically given in positive terms?	___	___
19.	Does each child have some quiet time away from the group?	___	___

Developed by: New York State Department of Agriculture and Markets
New York State Migrant Child Care Program

APPENDIX K 2

Center____ Age Group: 3_____

4_____

Checklist completed by______________________________

5_____

Date____________________

New York State Migrant Child Care Program

CHECKLIST FOR QUALITY PRESCHOOL DAY CARE

For each item, place a checkmark under the "Yes" column for items always or usually demonstrated or a checkmark under the "No" column for items not demonstrated or needing substantial improvement.

I. PHYSICAL SETTING	YES	NO
1. Is there adequate space for the age/developmental level and number of children?	____	____
2. Is the environment: clean?	____	____
attractive?	____	____
safe?	____	____
prepared for the child's developmental level?	____	____
3. Is the space divided into well-defined activity areas?	____	____
4. Are the activity areas organized so that storage and work/play spaces are close to each other?	____	____
5. Can a variety of activities go on without interfering with each other?	____	____
6. Are there private areas where a child can work/play alone?	____	____
7. Is there an appropriate area for active, noisy play?	____	____
8. Are there enough materials/equipment to provide for experiences that encourage: self-awareness?	____	____
socialization?	____	____
language skills?	____	____
dramatic play?	____	____
use of art media and music?	____	____
awareness of environment/science?	____	____
fine motor skills?	____	____
large motor skills?	____	____
cognitive/mathmetical concepts?	____	____
9. Are there materials for structured activities as well as open-ended activities?	____	____
10. Are materials placed so that they are easily available to the children?	____	____

	YES	NO
11. Are materials stored in such a way to encourage self-help?		
12. Does each child have a special place to keep belongings?		
13. Does each child have his/her own cot and location for rest?		
14. Is the children's work attractively displayed?		
15. Are teacher-designed displays appropriate to:		
program activities?		
age & interest level of the children?		
cultural background of the children?		

II. CAREGIVER FUNCTIONING

	YES	NO
1. Are caregivers knowledgeable about the children in their group—do they know each child's age, likes/dislikes, skills?		
2. Have the caregivers developed a philosophy that suits the facility, location, and needs of the population?		
3. Do caregivers have a system for recording and exchanging information about the children?		
4. Do caregivers have some knowledge of the normal course of child development—that is, what most preschoolers are like at various stages?		
5. Have caregivers set up a flexible routine for their work?		
6. Do caregivers carry out routines with appropriate concern for:		
the child's developmental level?		
health?		
safety?		
efficiency?		
the child's enjoyment?		
7. Do caregivers encourage the children to: ask questions?		
seek answers?		
talk?		
take responsibility?		
8. Do caregivers: listen to the children?		
answer children's questions?		
respect children's ideas, feelings?		

	YES	NO
9. Do caregivers offer: help when needed?	____	____
encouragement?	____	____
guidance?	____	____
praise?	____	____
comfort?	____	____
acceptance?	____	____
10. Are caregivers involved in an on-going training program--is there regular opportunity for reading, discussions?	____	____
11. Does the staff feel free to discuss problems, successes, frustrations?	____	____
12. Do caregivers consult parents whenever possible about a child's needs?	____	____
13. Do caregivers keep parents informed about the child's activities and progress?	____	____
14. Do caregivers provide experiences, materials, displays that reflect the cultural backgrounds of the children?	____	____
15. Are menus and feeding practices approved by a nutritionist?	____	____
16. Does the feeding program include:		
opportunities for socialization?	____	____
consideration of cultural patterns?	____	____
related learnings?	____	____
opportunities for children to take responsibility?	____	____
17. Is each child's physical well-being regularly monitored by a professional nurse?	____	____
18. Do caregivers and nurse: exchange information?	____	____
plan programs to meet individual needs?	____	____
provide health education?	____	____
18. Have caregivers and nurse agreed on provisions and procedures for handling sick children?	____	____

III. DAILY EXPERIENCES FOR THE CHILDREN:

1. Is the atmosphere warm, friendly, pleasant?	____	____
2. Are the children helped to master new skills?	____	____
3. Are the children praised when they succeed at something?	____	____

	YES	NO
4. Is there a reasonable balance between "structured" and "unstructured" activities?		
5. Is there a reasonable balance between activities that are sedentary and those that are more active?		
6. During unstructured time, do most children move around the room freely, choosing materials and activities by themselves as well as with others?		
7. Does the daily routine remain flexible to allow for the children's tempo-that is, is it unhurried, relaxed?		
8. Within reasonable limits, are the children encouraged to suggest ideas for activities, use of space and equipment?		
9. When weather permits, are the children taken outdoors?		
10. Do outdoor activities include learning experiences as well as physical activity?		
11. Are the children encouraged to: seek information?		
express their feelings?		
make choices?		
solve problems?		
socialize with others?		
12. Are boys and girls encouraged to use the whole range of work/play opportunities without sex-stereotyping?		
13. Does each child have the opportunity to have some quiet time away from the group?		
14. Is a child allowed to complete a "project" he/she is absorbed in?		
15. Is a child who "finishes first" during a group project guided toward additional/other options?		
16. Do caregivers set limits that are appropriate to the age and developmental level of the children?		
17. Are directions given in clear, positive terms?		
18. Within safe limits, are children allowed to work out their differences before adults intervene?		
19. Is a child's distress responded to quickly and appropriately?		
20. Are caregivers' expectations for children to "share" and/or "take turns" in keeping with the children's developmental level?		

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